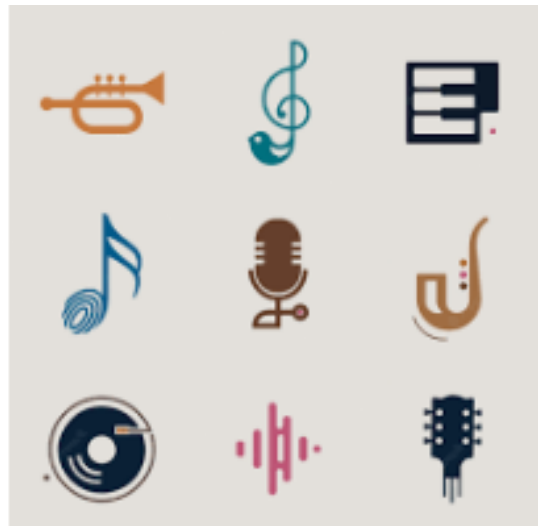


Sacred Heart Primary CVA



Our Music Policy



Music is a universal language that embodies one of the highest forms of creativity. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. (The National Curriculum)

The Patron Saint
of music is: Saint
Cecilia

What would Jesus do?



Do what Jesus did!!



Our Mission:

To make good choices in all areas of our lives, using Jesus as our role model.

Intent



Our intent for music at Sacred Heart is to follow specifications of the National Curriculum; providing a broad, balanced and differentiated curriculum and ensuring the progressive development of musical concepts, knowledge and skills. We believe that music plays an integral role in helping children to feel part of a community, and forms a integral part of our worship, therefore we provide opportunities for all children to create, play, perform and enjoy music both in class and to an audience. Through collective worships, assemblies and key stage performances, children showcase their talent and their understanding of performing with awareness of others. We intend our pupils to appreciate and reflect upon music in all forms, historically and culturally.

We intend for every child to have an opportunity to play an instrument.

The aims of our Music curriculum are to develop pupils who:

- Enjoy and have an appreciation for music.
- Listen to, review and evaluate music across a range of historical periods, genres, cultures, styles and traditions.
- Can sing and use their voices to create different effects.
- Create and compose music, both on their own and with others.
- Use a range of musical language.
- Make judgements and express personal preferences about the quality and style of music.
- Take part in performances with an awareness of audience.



Implementation

[Link to the 2014 National Curriculum](#)

Music teaching at Sacred Heart delivers the requirements of the National Curriculum through use of our Trust's, Our Lady of Lourdes CMAT, scheme which has been written by and delivered by music specialists across all year groups. Music lessons are broken down into half-termly units and an emphasis is placed on musical vocabulary, allowing children to talk about pieces of music using the correct terminology.

Within the EYFS setting, music is an integral part of children's learning journey. Rhyme and rhythm are utilised throughout the learning of phonics, handwriting and mathematics. Children learn a wide range of songs and rhymes and develop skills for performing together. Singing and music making opportunities are used frequently to embed learning, develop musical awareness and to demonstrate how music can be used to express feelings.

Performance is at the heart of musical teaching and learning at Sacred Heart and pupils participate in a range of performances during their school 'career'. These include nativities (EYFS and KS1), Easter performances (Years 3 and 4) a Leavers performance (Year 5 and 6) and class show cases. Pupils also take part in Harvest celebrations, Collective Worships, Masses and singing assemblies. Pupils who are confident are encouraged to perform in solo performances. Parents are invited and welcomed to watch all of these performances whether at school or outside of school.

To enhance the religious aspect of our singing, pupils have the opportunity to sing in our choir led by the Diocese of Nottingham Cathedral Music. Within these sessions the pupils have the opportunity to sing in Latin and join other schools in our diocese at Christmas and summer concerts.

Alongside our curriculum provision for music, pupils also have the opportunity to participate in additional 1:1 music teaching by being offered the opportunity to learn a musical instrument with peripatetic teachers. Our peripatetic music teaching is organised by our Trust music service. As part of our offer for PP children, instrumental lessons are provided at a significantly reduced cost.



OLOL Music Curriculum overview

TERM	Reception	Year 1	Year 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Advent 1	Find the beat Identify, move, clap, and play to the beat.	Compose Walk, move, clap, and play a steady beat. Compose using simplified music notation.	Rhythm notation Compose a four-beat rhythm using and understanding the difference between crotchets, paired quavers, and crotchet rest.	Improvisation Develop skills on a new instrument in a class carousel of Trumpet/ Ukulele and recorder.	Latin music Play and perform melodies using stave notation and a small note range as part of a group.	The orchestra Explore instrument families and their place in the orchestra. Develop and understanding of time signatures through conducting.	Ostinato Compose and notate a rhythmic and melodic ostinato.
Advent 2	Rhythms Copy simple rhythms through call and response. Sing a range of well-known nursery songs.	Improvise Create improvised question and answer phrases on classroom instruments. Compare high and low sounds through listening and singing.	Improvisation Improvise simple question and answer phrases creating a musical conversation.	Reading notation Introduce the stave, lines, and spaces. Notate a composition on the stave within a range of two notes.	Techno music Perform in two or more parts from simple stave notation.	Film Music Explore and understand a wide dynamic range.	Scales Explore scales, arpeggios and chords. Sing as part of a choir with a sense of ensemble and performance.
Lent 1	Improvise Create rhythms on classroom instruments.	Music history Listen, review, and evaluate music from a range of historical periods, cultures, and traditions.	Composing Compose, using known rhythmic notation and notes known on instrument.	Improvisation Carousel; developing skills on new instrument through improvisation.	Music to film Explore knowledge of musical components by creating music/sound effects to accompany a short film clip.	The Blues Understand how chords are formed, creating an accompaniment to their piece.	Trailblazers Read and perform from rhythm notation in up to four parts, identifying note names, expanding on known rhythm notation.

Lent 2	Improvise Create rhythms on classroom instruments using one note.	Compose/Improv Create improvised question and answer phrases on classroom instruments using at least 2 notes.	Compose/Improv Sing with increased control and accuracy of pitch. Compose short rhythmic phrases.	Layering/Ostinato Understand and perform layered, rhythmic ostinato patterns.	Country music Understand and perform layered, melodic ostinato patterns.	Jazz Develop the skill of playing by ear through improvising, developing a sense of shape and character and exploring a wider dynamic range.	Samba Music Further develop an understanding of syncopated rhythms.
Pentecost 1	Improvise Create rhythms on classroom instruments using two notes.	Compose/Improv Explore ways to represent sound with symbol, understanding the difference between a melody and an accompaniment.	Chords Identify the difference in sound between major and minor.	Reggae Music Final carousel; developing skills on new instrument through improvisation.	Music of the far East Compose short, pentatonic phrases, notation on a stave.	Swing Compose a melody using known note values, introducing semiquavers.	Hip-hop/Folk Explore hip-hop composing new lyrics to a known song. Explore folk songs through composition.
Pentecost 2	Graphic score Make long/short, high/low, fast/slow sounds on classroom instruments. Create a visual representation of sound.	Reading rhythms Begin to understand basic rhythm notation.	Perform Perform together, following instructions that combine the musical elements.	Latin Music Compose a four-bar rhythmic phrase using crotchets, paired quavers, minims, semibreves, and rests.	Medieval Music Follow and perform a simple score to a steady beat, maintaining individual part accurately, achieving a sense of ensemble.	Funk Read and perform melodies using pitch notation within an octave range.	Transition project Plan, compose, and notate an 8 or 16 beat melody in ternary form. Accompany composition with chords.

Monitoring

The music leader, Trust music service and senior management are responsible for observing practice and monitoring the quality and impact of geography teaching and learning.

Monitoring throughout the school takes place whereby the subject leader:

- ✓ Works with the Trust's music service to review the planning and provision of music
- ✓ Pupil voice.
- ✓ Reviews resource provision.
- ✓ Discusses regularly with the Headteacher, the progress implementing this policy within school.
- ✓ Curriculum link governor will also visit to see 'Our Curriculum' in action.

Ideas to encourage music at home:

- ✓ Sing Together. ...
- ✓ Listen to Whatever Music you Love. ...
- ✓ Create a Family Jam Band! ...
- ✓ Add Silly Songs to Boring Parts of Your Day.
- ✓ Immerse your home in music. Whenever appropriate, have music playing in the home. ...
- ✓ Dance with your child. ...
- ✓ Make music together.

Assessment and Feedback

Specialist music teachers assess and track individual pupil in the key areas: Singing, listening, improvisation and composition, performance and musicianship.

This is reported to the music leader within the school and shared within a private Teams file.

Parents are informed of their child progress annually.

Action Points for this academic year

1. Refresh and replace old percussive instruments in the school.
2. Music leader to liaise with the Trust music team to develop purposeful assessment and feedback.
3. Arrange mini performances for pupils who have music lessons outside the curriculum.